MODEL

WAYAWA TOKAHEYA.

WHEN NATURE TEACHES, IT IS SPORT TO LEARN.

MODEL SERIES.

J. RUSSELL WEBB.

CHICAGO:
GEO. SHERWOOD & CO.

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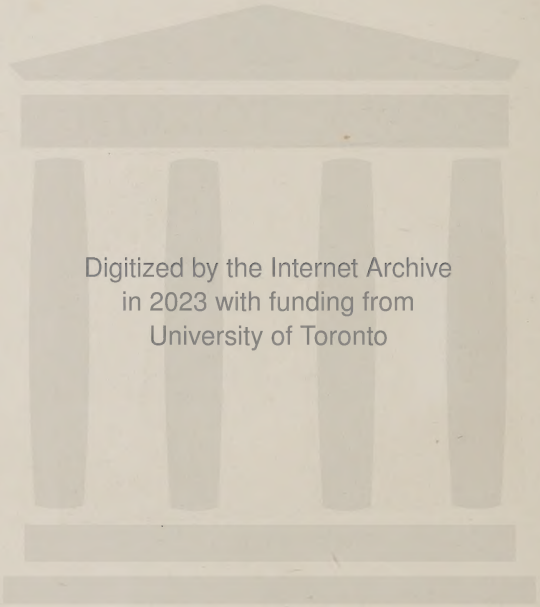
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MODEL FIRST READER.

WAYAWA TOKAHEYA.

PREPARED
IN
ENGLISH-DAKOTA.

By S. R. RIGGS, LL. D.

CHICAGO:
GEO. SHERWOOD & CO.

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PREFACE.

COMPLETE success in any department can be secured only by earnest and intelligent co-operation of individuals.

A machine may, humanly speaking, be perfect, and yet, for want of a skillful operator, it may fail to perform well.

Perfection is not claimed for this little book, yet, by its aid, results can be secured by the average teacher that will, I believe, justify both its existence and its name.

We begin with the object itself. For the first lessons, such objects have been selected as can, without difficulty, be brought before the class, and such as can be represented on the blackboard by teachers unskilled in drawing; and which can also be readily drawn by the child.

From the object, we develop language; from its representation (picture), the representation of language (written words or word pictures); from both, the power of grasping ideas from things and graphic (or typo-graphic) representations, and of expressing them with ease and naturalness. The eye and the ear are skilled to know — the tongue and the hand to do.

The system here pursued is a step in advance of the Word-Method (as generally understood), inasmuch as it begins, not with separate words, but with *combinations* of words — with *thought* expressions.

Words, *as words*, obscure thought; but, words as thought media, are transparent. Reading is grasping thought from language, and imparting thought (so grasped,) through language. Recognizing and pronouncing words, as words, is *not* reading.

The illustrations in this book are a marked feature, and one which the children, at least, will readily appreciate, and, with me, thank the publishers for that co-operation which has secured them in such perfection.

Grateful to a generous public for the favor it has shown to my former works, I now offer this book, believing it will be recognized as a still more successful effort to make the child's first days at school pleasant and profitable, and as a step in advance toward securing the education that is to be in the "Good time coming," when, following nature more closely, it will be "Sport to learn."

CHICAGO, Aug. 6, 1873. J. R. W.

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HINTS TO TEACHERS.

THERE are three distinct systems of teaching Reading, viz: the Alphabetic, in which the letters, as parts of Written Words, are taught first; the Phonetic, in which the sounds, as parts of Spoken Words, are taught first; and the Word Method, in which the whole word, as the element of language, is taught first. These methods are, in practice, often more or less combined.

In this book I present another method, and one which experience has proved to be a still nearer approach to the real *Method of Nature* than either of the three systems mentioned above. By this method we begin, not with single words, but with combinations of words. From these combinations the separate words are learned as the letters are by the Word-Method. In the Word-Method, the attention is first called to the meaning of the word, and then to the printed word as the representation of that meaning. In this method, the attention is called to the *thought* first, and then to the *combination of words* as the representation of the thought. From this peculiarity, I call it THE SENTENCE METHOD.

That this method is entirely practical, and possesses decided advantages over the systems first named, I have no doubt; but from my experience in the introduction of the Word-Method (which I first published in 1846), I am advised that, however good a system may be, its general introduction will be sooner gained by not presenting it at first in its most radical form.

The real object of reading is to gain information. In oral reading, we wish, in addition, to impart information and also to give pleasure. In learning to talk, children first grasp ideas from objects and then *labor* to express them. The separate meaning of the words used is not so much noticed as their combined meaning, because it takes the *combination* to give birth to the *idea*. This truth applies also to written language. The aim of the teacher should, therefore, be, not so much to teach separate words as to teach *expressions of thought*. The Word-Method enables teachers to do this more nearly than the Alphabetic or Phonic, because it requires less steps to *get-up-to* the IDEA, and each step diverts from the real object. If, therefore, the best results are to be sought after, the teacher must endeavor to train the eye to take in *at a glance* enough words to put the mind in possession of the idea (for the idea is the

unit, and as a unit it must be known and appreciated before its expression can be properly given); and the mind must be trained to fix itself on the idea as though derived from the original source and not from words, *i. e.*, to look *through* the words recognized by the eye, to the thought only, and to use the words as simply servants to unload the mind of its ideas. Not till the eye and the mind are thus trained, can *good* reading be secured. Fixing the attention on the words is like looking at glass, which, when looked at, becomes opaque and hides the view beyond. If, by the Word-Method (as often taught), such blinding of the mental vision is possible, what shall we say for those systems which begin with the letters?

"But," you will say, "the *words* must be taught." I reply: They will necessarily become known with very little special teaching, by the system here pursued, and, therefore, the direct teaching of them should be of secondary importance. The child eats to satisfy hunger or to gratify taste, not to nourish and strengthen its body; yet, notwithstanding, the body is nourished and strengthened none the less by the eating. Indeed, eating simply for the nourishment, defeats very largely, at least, the object in view. So God in wisdom ordains.

The mind has taste — the mind hungers. Satisfy this taste, this hunger, by giving food that is palatable, that is nourishing, that is adapted to its development, that is properly prepared, — and see to it that the food is properly administered, too, — then, neither the taste nor the appetite will become cloyed, but both will be sharpened and made more sensitive and appreciative; meanwhile, growth and strength necessarily — naturally — follow.

HOW SHALL WE TEACH?

At first, teach by means of Objects and Pictures, and Oral Lessons.

1st. *By Objects.*— Let the objects be present, let them be seen, handled, talked about. Take, for example, a box — as a chalk box. The children see it, have seen it many a time, and know what it is; and most of them have boxes at home. Take the box in your hand, and, calling the children's attention to it, say to them, "I have a box," a fact they already know, because they *see* it in your hand. Let the children in turn take the box and repeat the statement. Using other objects, make similar statements with reference to them, and here let the first lesson end.

At the second lesson, hold up the box as at the first lesson, and ask, "What have I in my hand?" They will naturally answer, A box. This is the reply wanted, and which you should get. Now, let each child take the box and ask the same question, the class answering as before. Other objects should also be used, and may be such as belong in the school-room, or such as the children have brought in for this purpose.

2d. *By Pictures.*—After again calling attention to the box, make a picture of it on the blackboard (see page 9), and show the class how to make it. Let the children practice drawing it on the blackboard and on their slates. From the representing of *things* by *pictures*, the idea of representing words (spoken words) by marks (written words) is obtained.

At the next lesson, with the box in hand, repeat the question and get the answer as before, "A box." Pointing to the picture, ask, "What is this?" and get the same answer, "A box," (not "A picture of a box."*) Write or print this answer near the picture, as shown on page 9. Repeat the question, pointing to the picture, and tell the class that the answer they gave is what you have written on the board. Again repeating the question, let the children reply with their eyes fixed on this written answer. Repeat the question many times by simply pointing to the box and to the picture, the children still looking at the written words as they answer, "A box." Now place the phrase (a box) on other parts of the board and test their ability to recognize it. If able to, let them look for it in the book, first on page 9, and then on page 11.

Develop other answers from other objects (see pages 9 and 10), in the same manner. Place them as you proceed, on the board, promiscuously, and test the ability to recognize and name them. Get the answers from the object, the picture, and the words, and see that the manner of the reply is alike from all, *i. e.*, perfectly natural.

In the book, the pictures are placed on one side of the page with the question over them, and the answers on the other side. By this arrangement, either can be covered when desired; or one picture and its answer may be singled out. Let the child read the pictures, *i.e.*, as you point to the box, let him say, "A box." As you point to the hat, let him say, "A hat," etc. Repeat, the child looking now at the *words*. Repeat again, pointing alternately to the pictures and the phrases, the child replying as you do so. Repeat, pointing only to the phrases. Now cover the pictures, and repeat, pointing at the phrases. If the child hesitates, uncover the picture. When able to read them on the picture pages, turn to *Review Lessons* where there are no pictures to aid.

Continue lessons of this nature till complete familiarity with them is secured, and ability to recognize the written answer, is acquired.

By this time it will be found that the children have not only noticed the forms of the individual words, but that they have attached to these forms, names,—that they, in fact, *know the words*, and are able to point them out and name them wherever seen.

Some teachers may desire to make direct efforts to teach the separate words. In anticipation of such desire, I digress, somewhat, to show how to do it, and begin on page 15 with

*The PICTURE may be called a box with as much propriety as the character (written word) used to represent a word (spoken word) may be called a word.

Names of Things.—Everything has a name. This you can lead the children to discover. Begin by asking a child if he has a name, and what it is. Proceed to names of other children, to names of animals, and of things. Finally, ask for something that has no name. It will be perceived that the name is comprised in one word, as boy, ox, etc. Do not confound the answer developed in the first six lessons with the *name*—the answer *now* required. Proceed, orally, at first, as already shown. Let things seen in the school-room be named first; then things seen out doors, things seen at home, in the house, barn, shop, store; in the field, garden, woods; then let animals, plants, trees, fruits, etc., etc., be named. A little skill will direct the children in gathering names to be given at an appointed time, which will not only interest and benefit them, but teachers and parents as well.

The printed word should be given (on the blackboard) as the name of the thing mentioned, and taught as already explained for teaching the phrase, "A box."

Kinds of Things.—On page 9 we have "a box"; on page 20 we have "a *red* box." The adjective word is introduced to tell the kind. To teach this phrase, have a red box, and then proceed precisely as explained for teaching "a box." When you make the picture, color it to agree with the adjective. (See pages 20 and 21.) If possible, have several boxes of various colors, sizes, and materials, and let the expression for each be taught; as, for example, a red box, a green box, a blue box, a white box, a black box, a large box, a small box, a wooden box, a tin box, etc. After which, teach expressions for different things having a common property; as, for instance, a red box, a red cap, a red ox, etc. Continue this multiplying of phrases till familiarity with them is secured and the eye is sufficiently trained to grasp the *whole expression* and recognize it at a glance. Test this ability by placing the phrases on the board, and as you point to the object or picture, let the children point out the corresponding phrase.

The danger, at this point, is in making too great haste. Let me caution you to make it slowly. Let THOROUGHNESS be your motto. Do not neglect the Oral Lessons. This class of expressions gives wide scope for observation and practice.

Acts of Things.—On page 23, complete sentences are formed. In teaching them, let the action or fact occur before the class, and let a statement of it be made, orally, from information thus obtained. Afterwards place the sentence on the board for the class to look at as it is repeated. For instance, to teach the sentence, "the girl reads," let the children see a girl reading, and then ask them what the girl does; they will answer, "the girl reads." Write the statement and proceed as heretofore directed. Many repetitions will be necessary, and several sentences may be given before either is distinctly recognized. Keep the attention on the idea rather than on the graphic expression of it.

Multiply the sentences and give variety in form; for example,—I hear a clock, I see a knife, I smell a rose, I taste an apple, I feel a book, etc. Teach *each sense* to take cognizance of facts, *i. e.*, to gather information,—and the children to express properly, in words, the facts so gathered.

Review Lesson.—These should be used as "hunting grounds" for the lessons as learned, and expeditions for phrases, sentences, and words, should often be made to them. It will be hardly possible to proceed thus through Part I without the words becoming known. Before commencing Part II, review carefully from the beginning of the book, calling the attention more directly to the *words*.

Part II contains twenty-six lessons, named Lesson A, Lesson B, etc., in alphabetic order. Refer to these lessons by their names as you would refer to things. It will not be long before the children will know these names, and recognize the letters also. By the side of the pictures, the "lower case" letters, in Roman and Script, are found. They are placed there, not to be *taught*, but to be *learned* by the children, almost, if not quite, unconsciously. The name of the lesson carries the name of the letter, and the pastime of *drawing* them will fix their forms in the mind. To test as well as to aid their observation, let them occasionally look for the letter in the words. It will not materially interrupt our method of learning the words and sentences, as the attention is not to be fixed on them as tasks.

In this Part, all the words are placed at the bottom of the pages for separate recognition. Before commencing Part III, review *again* from the beginning of the book, teaching the children to *spell* the words.

Part III.—The first lessons of this part are designed to introduce a variety of new, yet familiar, words. The simplicity of the reading matter compensates for the number given. All the new words are placed at the beginning of the lessons for pronunciation and spelling. The children should be taught to make these words on their slates. Spelling should be done *mainly by writing*, as this is the only use we make of it in practical life.

The Grading has been carefully guarded throughout the entire book. By short and easy steps the child passes from one lesson to another. Sometimes, indeed, they are so short and easy that no apparent effort is required; while at other times, they are, at most, but pleasant tasks to be performed. Gently undulating roads are less wearisome than those constantly, though gradually, ascending—than those, even, on a level plane.

☞For sounds of the letters and their use, see MODEL SECOND READER.

The object of this book in English and Dakota is especially to aid the Dakotas in learning to read and understand the English Language. To them our language is very difficult of acquisition. Many have undertaken to learn it and failed, or succeeded only to a limited extent. While, in our efforts to civilize and evangelize the Dakota people, we have rightly placed education in their own tongue *first*, as most needed and most fruitful in results, we are also fully aware of the great advantages to them of a knowledge of English. And this book is prepared to help them overcome the difficulties in their way.

It will be noted by English readers, that our substantive verb is variously rendered. With propositions it is *un*, plural *unpi;* as *en un*, *akan un*, etc. Sometimes it is found in *ee*, *dee*, *hee*, and *heca*. But more commonly it is not expressed at all in Dakota; as De taspantanka tanka, *this apple large*. The articles also in English do not always correspond with *wan* and *kin* of the Dakota. Sometimes, in this book, they are used to represent *a* or *an* and *the*, when they would be omitted in Dakota composition.

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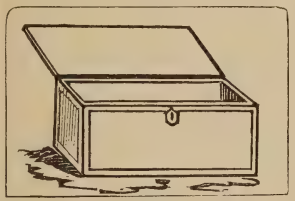
PART FIRST.

ONŚPA TOKAHEYA.

LESSON I.

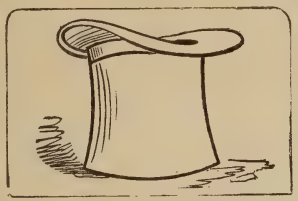
WOONSPE I.

(What is it?)	(Answer.)
Taku he.	Woayupte.



a box

can-wohnaka



a hat

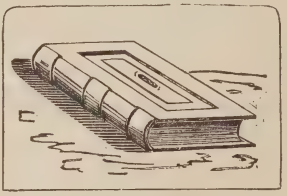
wapaha

a cup

wiyatke

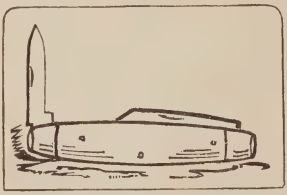
LESSON II.

Taku he. Woayupte.



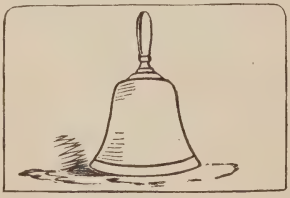
a book

wowapi



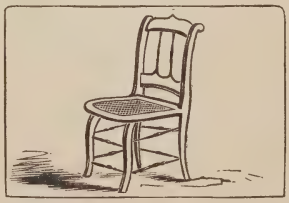
a knife

isan wan



a bell

mazaȟdaȟda



a chair

can akan iyo-tanka

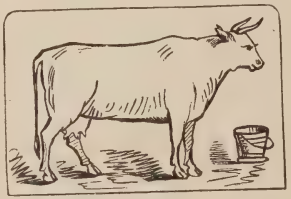
LESSON III.—REVIEW.
WOONSPE III. AKTA YAWA.

Taku he.

a box	can-wohnaka wan
a hat	wapaha wan
a cup	wiyatke wan
a book	wowapi wan
a knife	isan wan
a bell	mazaȟdaȟda wan
a chair	can-akan-yotankapi

LESSON IV.

Taku he. Woayupte.



a cow

pte wan

a hen

anpa ohotonna

a cat

inmu śunka

a dog

śunka wan

LESSON V.

Taku he. Woayupte.

a boy

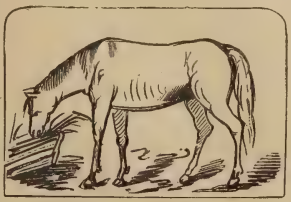
hokśidan

a girl

wicinca

a bird

zitkadan



a horse

śunka wakan

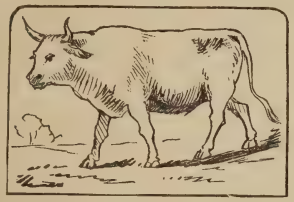
LESSON VI.—REVIEW.

WOONSPE 6.—AKTA YAWA.

a cow	pte wan
a hen	anpaohotonna
a cat	inmuśunka
a dog	śunka wan
a boy	hokśidan wan
a girl	wicinca wan
a bird	zitkadan wan
a horse	śunka wakan

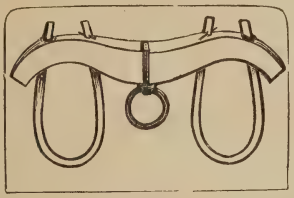
LESSON VII.

Token eciyapi he. Woayupte.



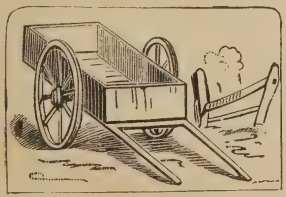
an ox

tatanka



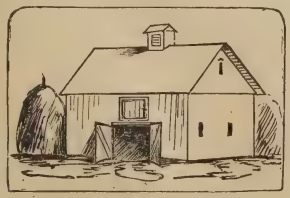
yoke

can napinpi



cart

canpahmihma



barn

tatanka tipi

LESSON VIII.

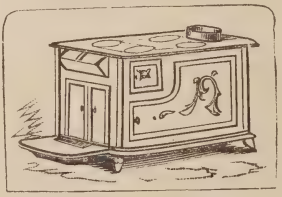
Token eciyapi he. Woayupte.

rose

onjinjintka

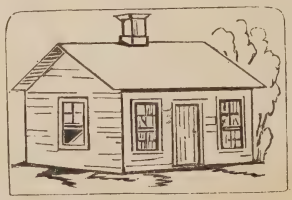
tree

can



stove

mazaoceti

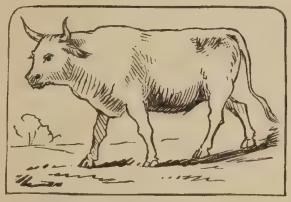


house

tipi

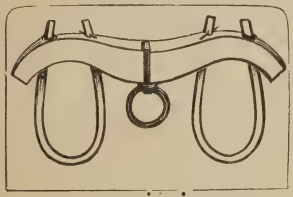
LESSON IX.

Taku owapi he.



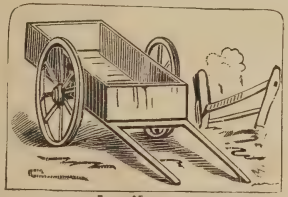
tatanka wan

onjinjintka wan

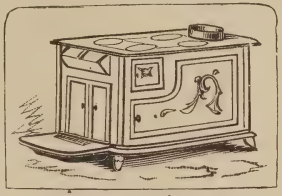


can napinpi wan

can wan



canpahmihma wan



mazaoceti wan

tatanka tipi wan

tipi wan

LESSON X.—GENERAL REVIEW.

(What is it?)

a box	a cow	an ox
a hat	a hen	a yoke
—	—	—
a cup	a cat	a cart
a book	a dog	a barn
—	—	—
a knife	a boy	a rose
a bell	a girl	a tree
—	—	—
a chair	a bird	a stove
a house	a horse	a house
—	—	—
a yoke	a knife	a barn
a cart	a stove	a tree

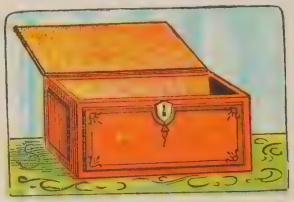
LESSON XI.

Containing the words in the previous Lessons.

an	cat	horse
barn	chair	house
bell	cow	knife
bird	cup	ox
book	dog	rose
box	girl	stove
boy	hat	tree
cart	hen	yoke

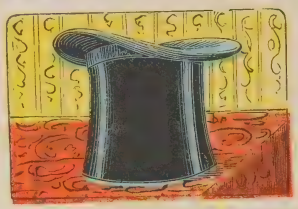
LESSON XII.

Taku he. Woayupte.



a red box

can wohnaka śa

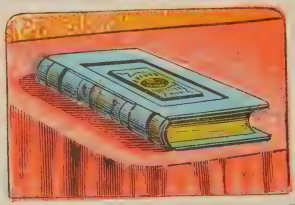


a black hat

wapaha sapa

a green cup

miniyatke to



a blue book

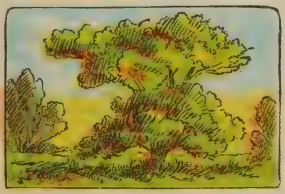
wowapi to wan

LESSON XIII.

Taku he. Woayupte.

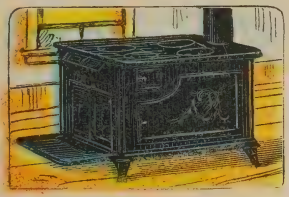
a yellow rose

onjinjintka zi wan



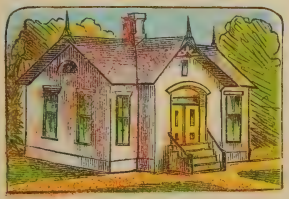
a green tree

can to wan



a black stove

maza oceti sapa wan



a white house

tipi ska wan

LESSON XIV.—REVIEW.

Akta Yawa.

a red box

can wohnaka śa wan

a black hat

wapaha sapa wan

a green cup

miniyatke to wan

a blue book

wowapi to wan

a white house

tipi ska wan

a green tree

can to wan

a yellow rose

onjinjintkazi wan

a black stove

mazaoceti sapa wan

LESSON XV.

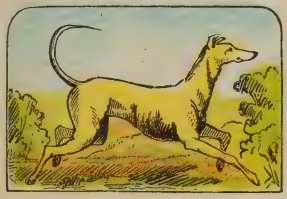
Taku econ he. Woayupte.

the girl reads

wicinca kin wayawa

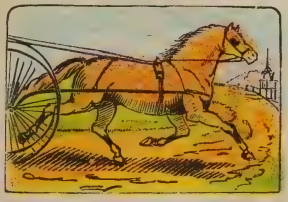
the boy plays

hokśidan kin śkata



the dog runs

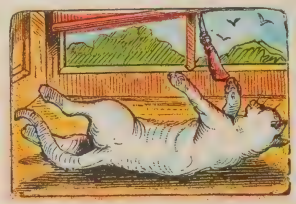
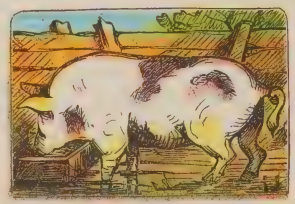
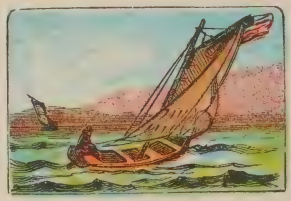
śunka kin inyanka



the horse trots

śunktanka nacapcapa

LESSON XVI.

Taku econ he.	Woayupte.
	the cat plays inmu śunka śkata
	the pig eats kukuśe kin wota
	the bird flies zitkadan kin kinyan
	the boat sails wata kin śina watope-kiyapi

LESSON XVII.—REVIEW.
WOONSPE XVII. AKTA YAWA.

the girl reads
wicinca kin wayawa

the boy plays
hokśidan kin śkata

the dog runs
śunka kin inyanka

the horse trots
śunktanka kin nacapcapa

the cat plays
inmu śunka kin śkata

the pig eats
kukuśe kin wota

the bird flies
zitkadan kin kinyan

the boat sails
wata kin śina watopekiya

LESSON XVIII.

Woonspe 18.

black	sapa
blue	to
green	to
yellow	zi
white	ska
red	śa
the	kin
eats	yuta
flies	kinyan
runs	inyanka
reads	yawa
plays	śkata
trots	nacapcapa
sails	śina watopekiya

PART SECOND.

Onśpa Inonpa.

LESSON A.

a

a

a red apple
taspantanka śa

a sweet apple
taspantanka skuya

the red apple is sweet
taspantanka śa kin he skuya

LESSON B.

a small boy
hokśidan cistinna

the boy eats
hokśidan kin wota

b

b

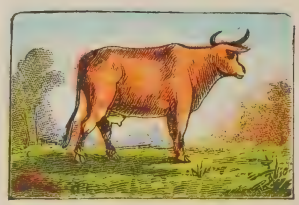
the small boy eats an apple

hokśidan cistinna kin he taspantanka wan yuta

LESSON C.

C

c



a red cow
pte śa wan

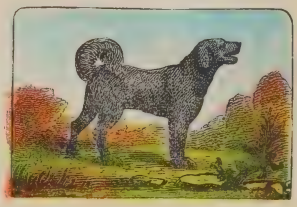
a small cow
pte cistinna wan

the small red cow gives milk.
pte cistinna śa kin he asanpi wicaqu.

LESSON D.

a black dog.
śunka sapa wan.

an old dog.
śunka wicaȟinca wan



d

d

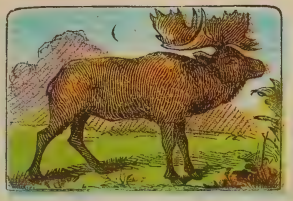
the old black dog barks.

śunka wicaȟinca sapa kin he pa.

LESSON E.

e

e



a brown elk.

heȟaka gi wan.

a tame elk.

heȟaka waȟibadan.

the brown elk is tame.

heȟaka gi kin he waȟibadan.

LESSON F.

a spotted fish.

hogan hdeśkaśka wan.

a large fish.

hogaṅ tanka wan.

f

f

the large spotted fish swims.

hogan hdeśkaśka tanka kin he niwan.

elk	brown	spotted	large
fish	tame	swims	is

LESSON G.

g

g

my little girl.
wicincadan mitawa.

my good girl.
wicinca waśte mitawa.

my good little girl plays.
wicincadan waśte mitawa śkata.

LESSON H.

a white horse.
śunka wakan ska wan.

a gentle horse.
śuktanka waȟbadan wan.

h

h

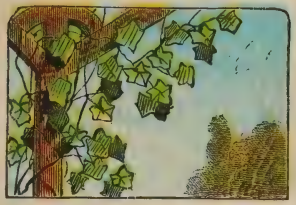
my girl rides the gentle horse.
wicinyanna mitawa śuktanka waȟbaka akan iyotanka.

my	little	gentle	good
girl	plays	horse	rides

LESSON I.

i

i



a green ivy.
wiyuwi toto wan.

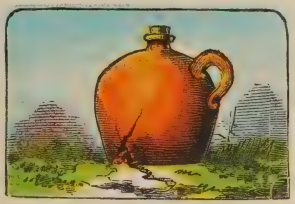
an ivy climbs.
wiyuwi wan adi.

the green ivy climbs a post.
wiyuwi toto kin he can wan adi.

LESSON J.

a large jug
maka-janjan tanka.

a stone jug
inyan maka-janjan



j

i

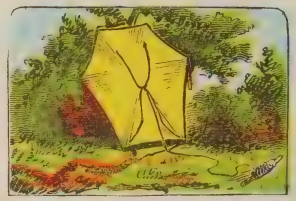
the large stone jug leaks.
inyan maka.janjan tanka kin kuse.

---

ivy	green	climbs	post
jug	climbs	leaks	stone

LESSON K.

K



k

a new kite.
kinyekiyapi teca wan.

a paper kite.
miniȟuha kinyekiyapi.

the kite is made of paper.

kinyekiyapi kin miniȟuha on kagapi.

LESSON L.

a white lamb.
tacinca ska wan.

a little lamb.
tacinca cistinna wan.

L

l

the little white lamb skips.

tacinca cistinna ska kin he psipsica.

kite	paper	of	made
lamb	made	new	skips

LESSON M.

m

m

an old man.
wicaȟinca wan.

a good man.
wicaśta waśte wan.

the good old man walks.
wicaȟinca waśte kin he mani.

LESSON N.

a small nest.
hoȟpi cistinna wan.

a round nest.
hoȟpi hmiyanna wan

n

n

what is in the small nest?
hoȟpi cistinna kin taku ohna yanka he.

man	old	round	an
nest	walks	what	in

REVIEW READING LESSON.
AKTA YAWAPI.

a good boy.
hokśidan waśte wan.

a small girl.
wicinca cistinna wan.

a red cow.
pte śa wan.

a black dog.
śunka sapa wan.

a spotted fish.
hogan hdeśkaśka wan.

a brown horse.
śuktanka gi wan.

a white lamb.
tacinca ska wan.

a round apple.
taspantanka hmiyanna.

the boy runs.
hokśina kin inyanka.

the girl plays.
wicinca kin śkata.

the cow walks.
pte kin mani.

the fish swims.
hogan kin niwan.

the elk eats.
heȟaka kin wota.

the lamb skips.
tacinca kin psipsica.

the man reads.
wicaśta kin yawa.

the nest is round
hoȟpi kin hmiyanna.

Exercises,

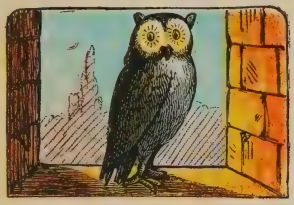
To secure rapidity and accuracy in finding and pronouncing words, embracing all the words so far used in Part II, and *not* used in Part I.

a	apple	kite	post	A
b	barks	large	paper	B
c	brown	little	rides	C
d	climbs	leaks	round	D
e	elk	lamb	small	E
f	fish	my	sweet	F
g	good	made	spotted	G
h	gentle	man	swims	H
i	gives	milk	stone	I
j	is	new	skips	J
k	ivy	nest	tame	K
l	in	of	walks	L
m	jug	old man	what	M
n				N

LESSON O.

O

o



a gray owl.
hinhankaga ĥota wan.

an old owl.
hinhankaga wanakaja

this old gray owl hoots.
hinhankaga ĥota wanakaja kin de hoton.

LESSON P.

a green parrot.
zitkadan to wan.

a pretty parrot.
zitkadan owanyag waśte.

p

h

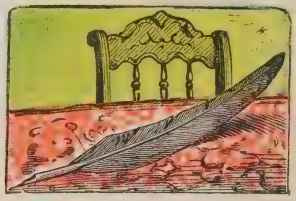
this pretty parrot talks.
zitkadan owanyag waśte kin de ia.

owl	gray	hoots	green
parrot	this	talks	pretty

LESSON Q.

q

q



a gray quill.
wiyaka ĥota wan.

a goose quill.
maga śun wan.

this is a gray goose quill.
maga śun ĥota wan dee.

LESSON R.

a small rake.
maĥiyuhinte cistinna.

a garden rake.
wojupi iyuhinte wan.

r

r

this is a small garden rake.
wojupi iyuhinte cistinna wan dee.

---

quill gray garden goose
rake goose small garden

LESSON S.

S

s

a fine ship.
wita wata ayuco wan.

the ship sails.
wita wata śina watope-kiyapi.

this fine ship goes on the water.
wita wata ayuco kin de mini akan ya.

LESSON T.

a green tree.
can to wan.

a fruit tree.
waskuyeca can wan.

t

t

a fruit tree bears fruit.
waskuyeca can wan waskuyeca icaȟiya.

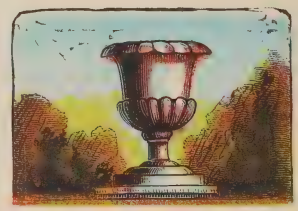
---

ship	fine	on	bears
tree	sails	water	fruit

LESSON U.

U

u



is this an urn?
de wiyatke heca he.

this is an urn.
de wiyatke wan heca.

this urn is made of stone.
wiyatke kin de inyan on kagapi.

LESSON V.

a blue violet.
walica to wan.

is it pretty?
he owanyag waśte he.

V

v

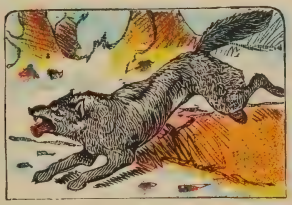
this blue violet is pretty.
walica to kin de owanyag waśte.

urn	blue	it	violet
violet	stone	of	pretty

LESSON W.

W

w



is this a wolf?
de śunktokeca heca he.

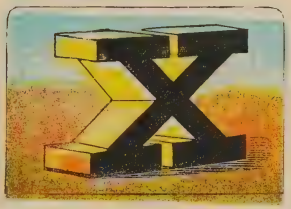
this is a wolf.
de śunktokeca heca.

the wild wolf barks and howls.
śunktokeca ikceka kin wapa qa hoton.

LESSON X.

what is this ?
de taku he.

it is a letter.
he oowa wan.



X

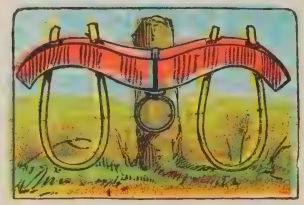
x

this letter is in ox and in box.
oowa kin de *ox* qa *box* en un.

wolf	wild	letter	and
howls	what	and	wild

LESSON Y.

y



y

a red yoke.
can napinpi śa wan.

an ox yoke.
tatanka tawanapin.

this is a red ox yoke.
de tatanka tawanapin śa heca.

LESSON Z.

what is this?
de taku he.

it is a zebra.
he *zebra* wan heca.

z

z

the zebra is very wild.
zebra kin he nina śkehe.

---

yoke	red	ox	wild
zebra	very	an	very

Exercises,

To secure rapidity and accuracy in finding and pronouncing words, embracing the words introduced since page 36, and not found in Part I.

o	and	letter	very	O
p	bears	on	water	P
q	fine	owl	wild	Q
r	fruit	parrot	wolf	R
s	gray	pretty	zebra	S
t	goose	quill	letter	T
u	garden	rake	water	U
v	hoots	ship	garden	V
w	howls	talks	violet	W
x	in	this	very	X
y	it	urn	pretty	Y
z	jug	violet	parrot	Z

A REVIEW READING LESSON.

this pretty parrot talks.
this old gray owl hoots.

---

this is a gray goose quill.
this is a small garden rake.

---

this is a red ox yoke.
this is a very wild zebra.

---

this blue violet is very pretty.
this urn is made of stone.

---

this fruit tree bears fruit.
this fine ship sails on the water.

---

this wild wolf barks and howls.
the letter X is in ox and in box.

LOWER-CASE LETTERS.

ROMAN.

c o w p t e	a b c d e f	k i d ta cin ca
b o x can wo hna ka	g h i j k l	m a n wi ca śta
t o p can ka wa ci pi	m n o p	j u g makajanjan
t r e e c a n	q r s t u v	f i s h ho gan
q u i l l wi ya ka	w x y z	z e b r a zebr

LOWER-CASE LETTERS.

ROMAN AND SCRIPT.

Oowa ikce qa nape on kagapi.

cow	tree	man
c o w	*t r e e*	*m a n*
pte	can	wicaśta
box	kid	fish
b o x	*k i d*	*f i s h*
can wohnaka	tacinca	hogan
top	jug	quill
t o p	*j u g*	*q u i l l*
can kawacipi	maka-janjan	wiyaka

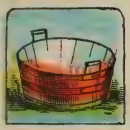
zebra *z e b r a* *zebra*

he śunka wakan hdehdezedan iyececa.

PART THIRD.

Onśpa Iyamni.

LESSON I.



A tub.

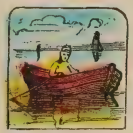
can koka.

A wash tub.

can wiyujaja wan.

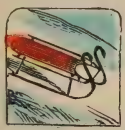
A boat.

wata wan.



A row boat.

wata ikceka wan.



A sled.

canwiyu-sdohe.

A hand sled.

nape canwiyusdohe.

LESSON 2.

A cap.

wapaha wan

A new cap.

wapaha teca wan.

A car.

canpahmi-hma.

A rail road car.

lie mani canpahmihma.

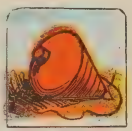
A wagon.

canpahmihma

A new wagon.

canpahmihma teca wan.

LESSON 3.



A top.

cankawacipi.

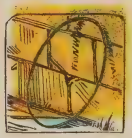
A new top.

cankawacipi teca.

Is it red? He śa he.

A hoop.

canhdeśka wan



An iron hoop.

Mazasapa canhdeśka.

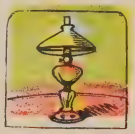
A pail.

cega wan.

A small pail.

cega cistinna wan.

LESSON 4.



A lamp.

Petijanjan.

A pretty lamp.

Petijanjan waśte.

Is it glass? He janjan he

A stand

Wahna ehnaka

A lamp stand.

Petijanjan aehnakapi.

A table.

Wahna wotapi

A round table.

Wahna wotapi hmiyanna.

LESSON 5.

A white cow.
Pte ska wan.

A white calf.
Ptejicadan ska.

A small boy.
Hokśina cistinna.

A small girl.
Wicincana cistinna.

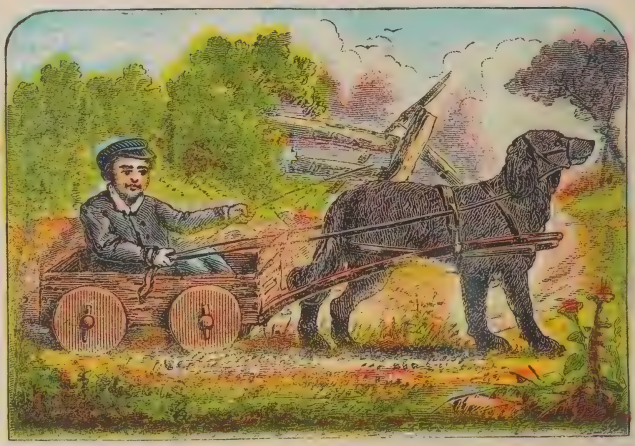
Do you see the cow and calf?
Pte qa ptejicadan wanwicadaka he.

The boy comes to see the calf.
Hokśidan kin ptejincana kin wanyag hi.

LESSON 6.

A black dog.
Śunka sapa wan.

A large dog.
Śunka tanka wan.



A little boy.
Hokśina cistinna.

A little wagon.
Canpahmihma cistinna

The boy is in the wagon.
Hokśidan kin canpahmihma ohna yanka.

The dog draws the wagon.
Śunka kin canpahmihma yusdohan.

LESSON 7.

A black hen.
Anpaohotonna sapa.

A new nest.
Hoȟpi teca wan.

See the eggs.
Witka kin wanyaka.

Are they white?
Hena ska he.

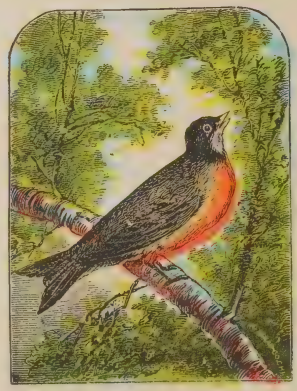
Do you see the hen fly ?
Anpaohotonna kinyan wandaka he.

The boy found the new nest.
Hokśina kin hoȟpi teca kin iyeya.

LESSON 8.

This is a pretty robin red-breast.

Śiśoka maku śa waśte kin dee.



Is this a hen?

Anpaohotonna heca he.

No: It is a robin

Hiya: He śiśoka wan.

It has a red breast.

He maku śa yuha.

It does not fly away.

Kinyan iyaye śni.

It sings every day.

Anpetu iyohi dowan ece.

LESSON 9.

This is a wild deer.

De taȟinca śkehe kin heca.

It has two large horns.

He nom tankinyanyan yuha.

It can not fly.

Kinyan okihi śni.

But it can run very fast.

Tuka nina dus inyanka okihi.

It has four feet.

Siha tom yuha.

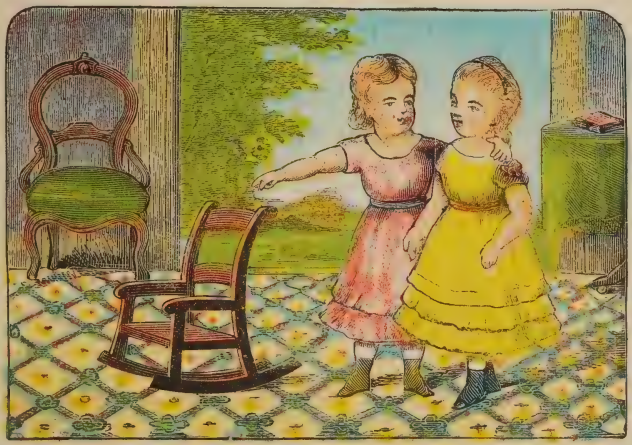
LESSON 10.—REVIEW.

are	draws	iron	see
away	eggs	lamp	top
boat	every	me	tin
breast	fur	no	table
but	fly	not	they
cap	four	on	tub
can	found	pail	to
car	feet	rides	two
calf	fast	robin	very
comes	glass	round	was
do	hand	run	wash
does	has	sled	wagon
day	hoop	row	wire
deer	horns	stand	you

LESSON 11.

This is my chair.

De can akanyotankapi mitawa.



Is it not a nice chair?

Can akanyotankapi waśte ĥinca heca śni he.

This is my rocking chair.

De can akanyotankapi on ikpahuhuzapi mitawa.

You may rock in it if you want to.

Yacin kinhan ohna nikpahuhuza kta.

LESSON 12.

This little boy is John.
Hokśina cistinna kin de John ee.

John has bread in his hand.
John nape ohna aguyapi yuha.

Will the puppy ask for it?
Śunkpana kin he kida kta he.

How still the large dog is.
Śunka tanka kin he atanse yanka.

LESSON 13.

This is a little sail boat.

De śina watopekiyapi wata cistinna.

It looks nice on the water.

Mini akan owanyag waśte ȟinca.

John is in the boat.

John wata kin en yanka.

Is John afraid? John kokipa he.

John knows how to steer the boat.

John iyupse yuza tanyan onspe.

LESSON 14.

This is a little crib.

De ohehdepi cistinna wan heca.

This crib is for the baby.

Ohehdepi kin de hokśiyopa tawa.

I rock the baby in it.

Ohna hokśiyopa kin nawahuhuza.

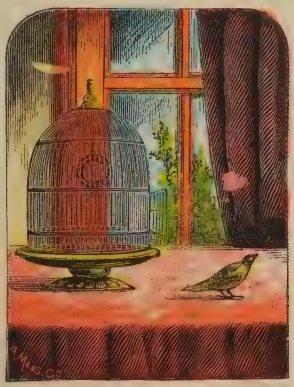
She is my sister. He mitanka ee.

I love my little sister very much.

Mitankadan nina waśtewakidake.

LESSON 15.

See this pretty bird.
Zitkadan owanyag waśte kin de wanyaka.



It is yellow.
He hin zizi.

And it is black.
Nakun hin sapa.

It has a very nice cage.
He tipi waśte ȟinca yuha.

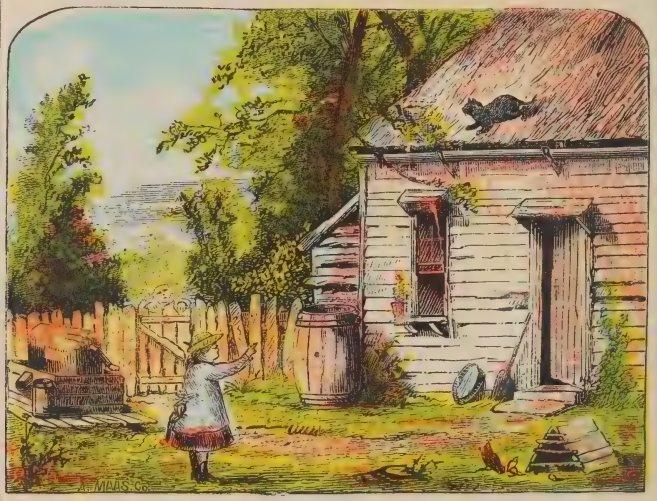
This cage is made of wire.
Tipi kin de maza psonpsona on kagapi.

Can this little bird sing?
Zitkadan cistinna kin de dowan okihi he.

Good bird, sing to me.
Zitkadan waśte, makidowan ye.

LESSON 16.

I see a white house.
Tipi ska wan wanmdaka.



This house is made of wood.
Tipi kin de can on kagapi.

I see a large tree.
Can tanka wan wanmdaka.

This tree stands by the house.
Can kin de tipi icahda han.

I see a gray cat.

Inmu śunka hin ȟota wan wanmdaka.

The cat is on the house.

Inmu śunka kin tipi kin akan yanka.

I see a black bird.

Zitkadan sapa wan wanmdaka.

The bird is on the tree.

Zitkadan kin he can kin akan yanka.

Do you see the cat, the bird, the house and the tree

Inmuśunka, zitkadan, tipi qa can kin hena wandaka he.

Do you see the boy and the girl ?

Hokśidan qa wicinyanna kin hena wandaka he.

They are looking at the cat and the bird.

Hena inmu śunka qa zitkadan opawicaȟta yakonpi.

LESSON 17.

Here is a goat and two kids.

Tatokadan qa cinca nom den unpi.

They have very short tails.

Hena sinte pte-ptecedan yuhapi.

The old goat has long horns.

Tatokadan hunka kin he he hanskaska.

The kids have short horns.

Tacinca kin hena he pteptecedan.

This large goat is very tame.

Tatoka tanka kin de walibadan lïinca.

I can ride on her.

Akan imdotanka owakihi.

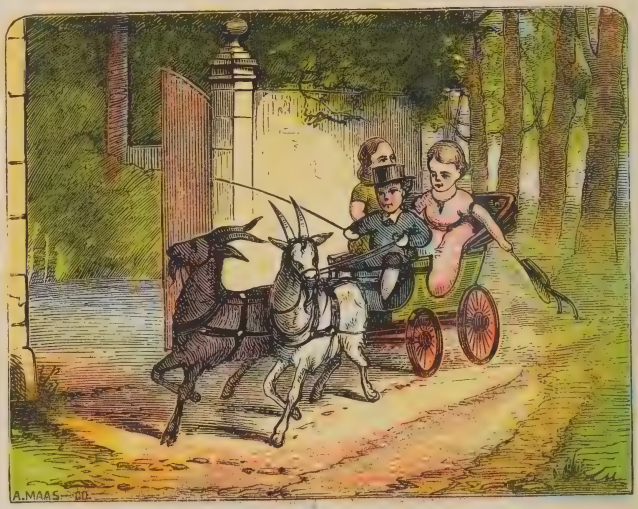
LESSON 18.—REVIEW.

afraid	he	one	rocking
ask	her	long	she
baby	his	looks	short
back	horns	may	sing
bread	how	much	sister
by	if	nice	still
cage	its	now	tails
catch	John	or	there
crib	keeps	our	their
for	kids	please	them
get	knows	puppy	used
goat	lake	ride	want
hand	like	rock	would

LESSON 19.

1. This is a very pretty sight.

De wowanyake wan waśte hinca.



2. Howard has Della and Gertrude in the little wagon.

Howard Della qa *Gertrude* canpahmihma cistinna kin ohna wicayuha.

LESSON 20.

1. Della and Gertrude are sisters. Howard is their brother.

Della qa *Gertrude* tankakiciyapi. *Howard* timdo yapi.

2. Will the goats run away, and hurt them ?

Tatokadan kin napapi kta, qa ksuwewicayapi kta he.

3. No; they are very gentle.

Hiya; hena waȟibapidan ȟinca.

4. Howard likes the goats very much.

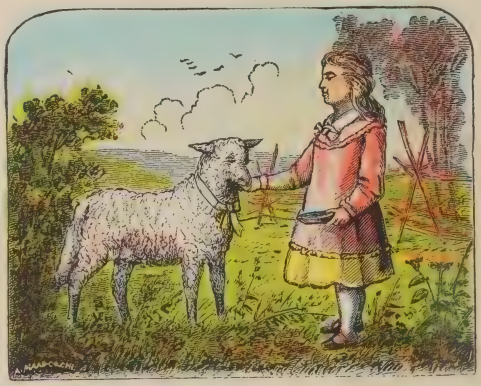
Howard tatokadan kin nina waśte-wicadaka.

5. And so the little goats like Howard too.

Qa hecen tatokadan kin iś eya *Howard* waśtedakapi.

LESSON 21.

1. This lamb has soft white wool.
Tacinca kin de hin ska panpanna yuha.



Ida

Anna

2. This is Ida's lamb.
Tacinca kin de *Ida* tawa.

3. Anna gave it to her.
Anna he qu.

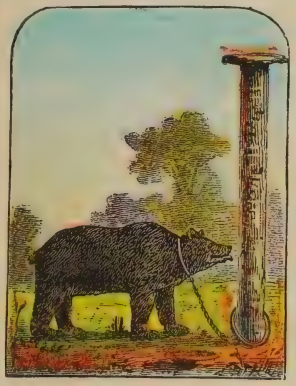
4. The lamb will eat from Ida's hand.
Tacinca kin he *Ida* nape etanhan yute kta.

5. Ida loves it, and it loves Ida.
Ida he waśtekidaka, qa iś *Ida* waśtedaka.

LESSON 22.

1. This is a black bear.

De waȟanksica heca.



2. It is not a lamb.

He taȟinca cinca heca śni.

3. It looks ugly.

He owanyag śica.

4. He is chained to the pole.

He can kin en iyakaśkapi.

5. Can he climb the pole?

Can kin he adi okihi he.

6. Yes, he can climb to the top.

Han, oinkpa hehanyan adi okihi.

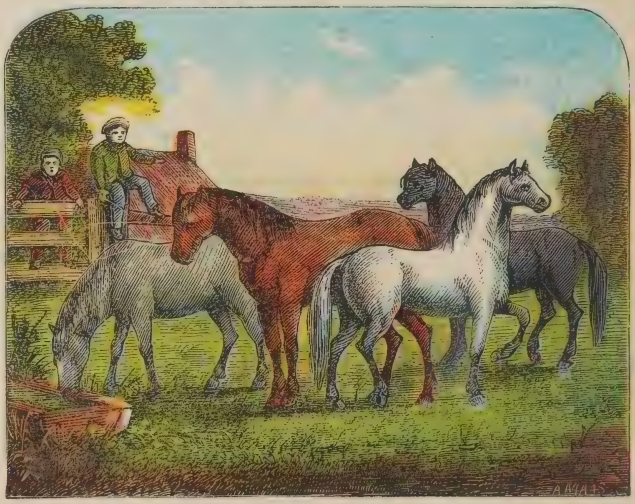
7. I will not go near the bear.

Waȟanksica kin ikiyedan mde kte śni.

LESSON 23.

Four nice looking horses.

Śuktanka tom owanyag waśteśte.



These are my horses,

Dena śunka wakan mitawa.

They are all good horses.

Hena owasin śuktanka waśte.

LESSON 24.

1. One horse is black,
One horse is bay,
One horse is white,
And one is gray.

1. Śuktanka wanjidan sapa,
Śuktanka wanji iś hin śa,
Śuktanka wanjidan ska.
Qa wanji iś hin ȟotȟota.

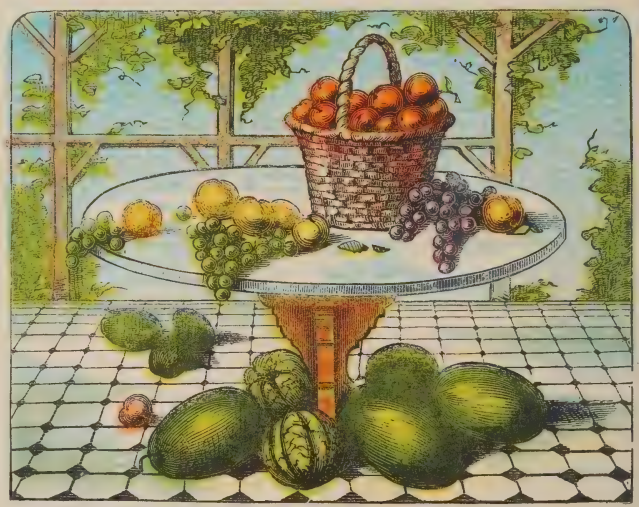
2. One horse is short,
One horse is tall,
One horse is large,
The other small.

2. Śuktanka wanji ptecedan.
Śuktanka wanji tehanwankan.
Śuktanka wanjidan tanka,
Unma kin he cistinna.

LESSON 25.

1. What do you see here?

Den taku wandaka he.



2. I see fruit---melons, grapes, peaches.

Waskuyeca wanmdaka—sakayutapi, hastanhanka qa *peaches.*

3. What are they?

Hena taku he.

4. What fruit do you see in the basket?

Makanopiye ohna waskuyeca taku wandaka he.

5. I see apples in the basket.

Makanopiye kin ohna taspantanka wanmdaka.

6. What do you see on the table?

Wahna wotapi akan taku wandaka he.

7. I see peaches and grapes on the table.

Wahna wotapi akan *peaches* qa hastanhanka wanmdaka.

8. What do you see on the floor?

Makata taku wandaka he.

9. I see melons on the floor.

Owanka akan sakayutapi wanmdaka.

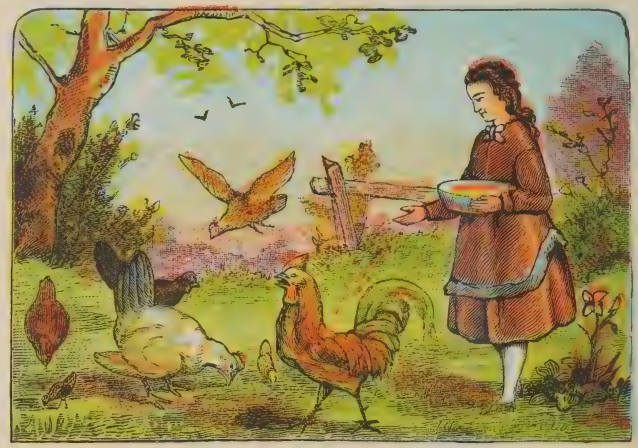
10. What is fruit good for?

Waskuyeca taku on waśte he.

LESSON 26.

1. Jane is feeding the hens.

Jane anpashotonna kin wo wicaqu.



2. She has corn in the dish.

Wakśica ohna wamnaheza yuha.

3. Jane gives the corn to the hens.

Jane anpaohotonna wamnaheza wicaqu.

4. She throws it on the ground.

He makata kadada.

5. Can you count the hens?

Anpaohotonna kin wicayawa oyakihi he.

LESSON 27.—REVIEW.

Anna	eats	Ida	sight
any	feeds	Ida's	sisters
bad	feeding	Jane	some
bay	floor	kind	tall
bear	full	looking	taking
best	gave	makes	that
basket	gentle	melons	these
brother	Gertrude	near	throws
climb	grapes	nor	trees
corn	grow	other	ugly
count	ground	out	up
chained	goats	pet	vines
children	Howard	pole	way
Della	had	pick	will
dish	horses	peaches	with
driving	hens	so	wool
ever	hurt	soft	where

LESSON 28.

These children have come to see their grandmother.

Wakanheja kin dena unciyapi kin wanhdag hipi.

Their grandmother is glad, and comes to meet them.

Unciyapi kin wiyuśkin, qa itkowicakipa u.

LESSON 29.

1. Here are John and Howard, and Jane and Della,

John qa *Howard*, qa *Jane* qa *Della* den unpi.

2. They have come to visit their grandmother.

Hena unciyapi kin wanhdag hipi.

3. She is very glad to see her grand-children.

Takojawicaye cin wanwicahdaka iyuśkin hinca.

4. If they were bad children she would not be glad to see them.

Hena wakanheja śicapi unkanś wanwicahdag iyuśkin kte śni tuka.

5. The children are much pleased.

Wakanheja kin iyuśkinpi hinca.

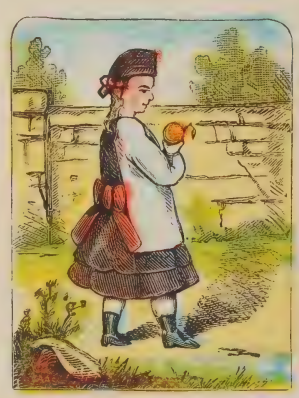
6. And the dog is pleased also.

Qa śunka kin nakun iyuśkin.

LESSON 30.

1. The ripe apple is good to eat.

Taśpantanka suton kin od waśte.



2. I like to eat apples.

Taspantanka wata waśtewadaka.

3. Della likes to eat them too.

Della nakun heca yuta waśtedaka.

4. She has an apple in her hand.

He nape ohna taspantanka wan yuha.

5. Will she eat her apple?

Taspantanka tawa hdute kta he.

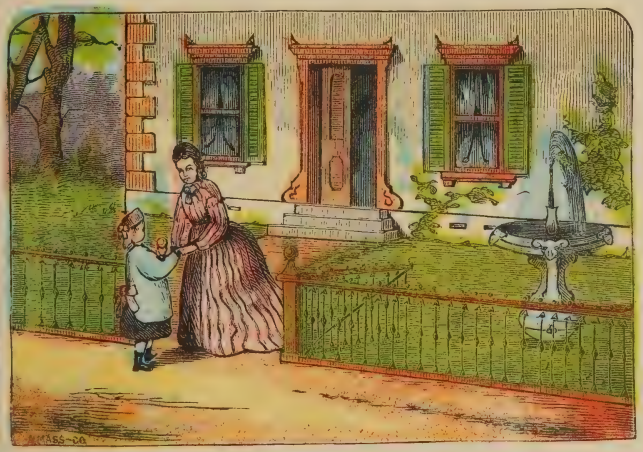
6. No; she will give it to her mother.

Hiya; hunku qu kta.

LESSON 31.

1. This is Della's home.

Della tipi tawa kin dee.



2. Della has just come home.

Della nakaha ȟin hdi.

3. Her mother came to meet her.

Hunku itkokim u.

4. She gives the apple to her mother.

Taspantanka qon he hunku qu.

LESSON 32.

1. What do I see here?

Den taku wanmdaka he.

2. One, two, three white mice.

Hitunkadan skaska, wanji, nonpa, yamni.

3. These mice are very white.

Hitunkadan kin dena skaska ȟinca.

4. Their coats are so clean and sleek that they shine.

Onȟdoȟda tawapi skaska qa śduśdutapi, hecen wiyakpakpa.

5. Do you brush their coats?
Onȟidoȟida wicayecicasto he.

6. No; they brush their own coats
Hiya; iye onȟidoȟida hdastopi ece.

7. Will they bite me, if I take them in my hand?
Hena nape ohna wicamduze cinhan mayaȟtakapi kta he.

8. They will not bite you, if you do not hurt them.
Hena ksuwewicayaye śni kinhan niyaȟtakapi kte śni.

9. Do you see that little house?
Tipi cistinna kin he wandaka he.

10. That is their cage.
Onatake tawapi kin hee.

11. They sleep in their cage.
Onatake tawapi kin ohna iśtinmapi.

12. The cat wants to catch them.
Inmuśunka kin iyawicaȟpaya cin.

LESSON 33.

1. These are white rabbits.
Dena maśtinca skaska kin hecapi.

2. They are very cunning.
Hena wacinksapapi ĥinca.

3. Rabbits have long ears.
Maśtinca nakpa han-skaska yuhapi.

4. But their tails are very short.
Tuka sinte kin pte-ptecedan.

5. Rabbits are prettier than mice.
Hitunkadan isanpa maśtinca kin owanyag waśteśtepi.

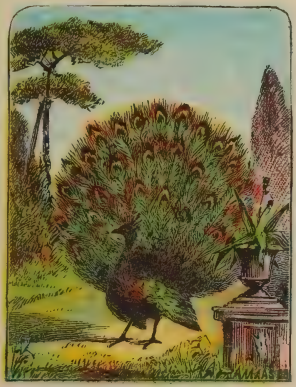
6. I will give them some clover.
Clover (peji wan) onge wicawaqu kta.

7. They eat from my hand
Mi·nape kin etanhan wotapi.

LESSON 34.

1. Here is something beautiful.

Taku owanyag waśte wan den un.



2. I never saw one like it before.

Tohinni wanji iyececa wanmdake śni.

3. Its tail is very large.

Sinte tawa kin tanka ĥinca.

4. Has it eyes in its tail?

Sinte en iśta hduha he.

5. No; they only look like eyes.

Hiya; hena iśta iyececa ecedan.

6. This pretty thing is called a *peacock*.

Taku owanyag waśte kin de *peacock* eciyapi.

LESSON 35.

1. Howard and Della ride on horses.

Howard qa *Della* śuktanka akan iyotankapi.

2. These are their ponies.

Śuktanka dena iye tawapi.

2. It is now evening.

Wanna ȟitayetu.

3. The ponies hold up their heads and are glad.

Śuktanka kin pa yuwankȧn hduzapi qa wiyuśkinpi.

LESSON 36.

1. Howard is on the bay pony.
Śuktanka hin śa kin *Howard* akan yanka.

2. He says the bay one is his.
Hin śa kin he iye tawa keya.

3. Della rides the black pony.
Śuktanka sapa kin *Della* akan yanka.

4. She likes the black one best.
Hin sapa kin he iyotan waśtedaka.

5. They all look very grand.
Hena owasin owanyag waśtepi ĥinca.

6. These children take very good care of their ponies,

Hokśiyopa dena śunka wakan tanyan wicahduhapi ece.

7. They feed them, and water them, and brush them.

Hena wowicaqupi qa mini yatkewicakiyapi qa wicakastopi ece.

8. They do not strike them nor hurt them.

Hena awicapapi śni qa kiunni wicayapi śni.

9. The ponies like the children.

Śuktanka kin hokśiyopa kin waśte wicadakapi.

10. They never kick nor bite them.

Tohinni nawicaȟtakapi śni qa wicayaȟtakapi śni.

11. They do not jump when the children are getting on them.

Hokśiyopa akan iyeiciyapi eca psipsicapi śni ece.

12. They do not run away, nor try to throw them off.

Inyang yapi śni, qa wicapaȟpa iyutapi śni.

13. The ponies are fat and sleek.

Śuktanka kin cepapi qa śduśdutapi.

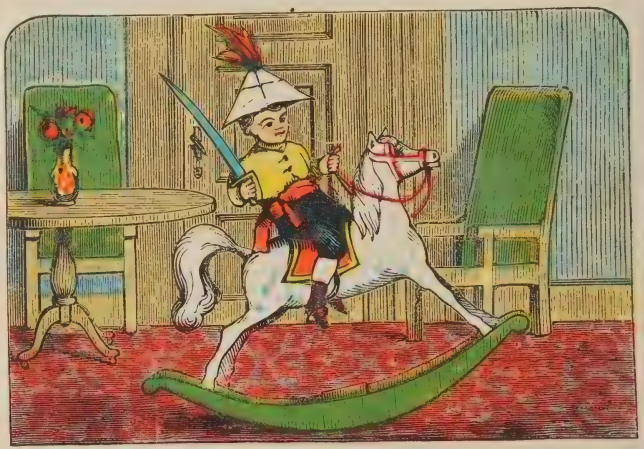
LESSON 37.—REVIEW.

almost	ears	mice	shine
be	enjoy	must	sleek
beds	evening	mother	sleep
bite	feed	near	stay
both	glad	never	spots
brush	grand	own	sits
before	have	pleased	strike
care	happy	peacock	take
came	home	pony	those
calls	hold	ponies	tries
come	heads	prettier	touch
clean	just	rabbits	than
coats	look	ripe	think
clover	loves	seem	too
children	make	seems	well
cunning	meat	saw	yes

LESSON 38.

1. Here is Freddy with his pony. He seems to go fast.

Freddy qa taśunka kici den un.
Dus yȧ seececa.



2. Take care, my boy, your pony may throw you off.

Hokśidan mitawa, itonpa wo, nitaśunke nipaḣpe kta naceca.

3. Frcddy is a vcry small boy; and his pony is small too.

Freddy hokśidan cistinna ḣinca neca; qa, taśunke kin iś nakun cistinna.

4. Freddy is not able to ride a horse out of doors; so he has his pony in the house.

Freddy tankan śuktanka akan yanka okihi śni; hecen taśunke timahen hduha.

5. Freddy's pony is very pretty. It is very white and not dirty.

Freddy taśunke kin owanyag waśte ȟin. He ska ȟinca qa śape śni.

6. It does not go into the mud, nor roll in the dirt.

He upśija kin en yė śni, qa maka kin en ikpaptanye śni.

7. It stays in the house, and so it keeps very clean.

Timahen yanka ece, qa hecen ska ȟinca ihduha.

8. It is a rocking-horse.

Śunka ikpahuhuza wan heca.

LESSON 39.

1. Here is Tommy on his horse.

Tommy taśunke akan den un.

2. With the whip in his hand he prances about.

Nape en icapsinte hduha nacapcam ya ece.

3. His pony is not at all like Howard's and Freddy's.

Taśunke kin *Howard* tawa qa *Freddy* tawa kin iyecece śni ǧinca.

4. But Tommy has no other pony.

Tuka *Tommy* śunka wakan tokeca yuhe śni.

5. Tommy seems to be very happy on account of his pony.

Tommy taśunke kin on cante waśte ǧinca seececa.

LESSON 40.

1. This is a reddish gray squirrel.
De zica ȟota wan heca.

2. It is a gay little squirrel.
Zica cistinna śkehe wan heca.

3. This squirrel lives in a tree.
Zica kin de can wan en ti.

4. He has a snug warm house.
Tipi ayuco coza wan hduha.

5. It cracks hickory nuts and hazel nuts.
Cansu qa uma yaȟuȟuga ece.

6. His mate is called Fan.
Tawicu kin he *Fan* eciyapi.

7. The squirrels seem to be very happy.
Zica kin hena cante waśtepi ȟinca se ececa.

LESSON 41.

1. These birds do not live in a cage ; They live out doors.

Zitkadan kin dena zitka tipi ohna unpi śni : Tankan ece unpi.

2. They go where they please.

Tukten cinpi eca yapi ece.

3. They are on the trees now.

Wanna can kin akan yakonpi.

4. You can not catch them.

Wicaduza oyakihi śni.

5. They are not tame birds.

Hena zitkadan wanunyanpi heca śni,

6. But you can see them, and hear them sing.

Tuka wanwicadaka qa dowanpi nayaḣon oyakihi.

7. They are very pretty. Can you count them?

Hena owanyag waśteśte ḣinca. Wicayawa oyakihi he.

8. One, two, three, four.

Wanca, nonpa, yamni, topa.

9. Yes, there are four; two on one limb and two on another.

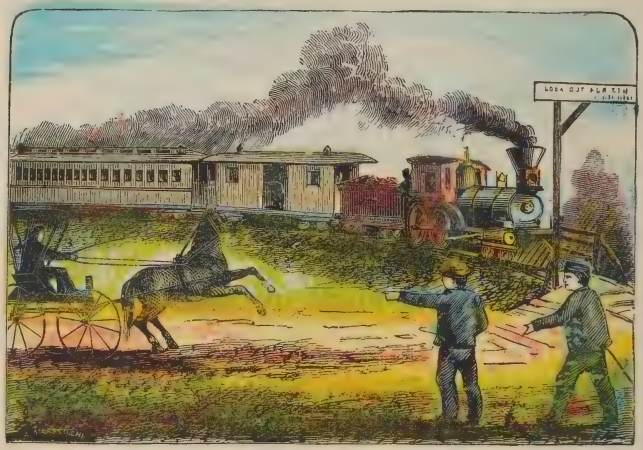
Han, topapi; nom can adetka wanji akan, qa nom adetka tokeca akan.

10. Did they climb or fly there?

Hen adipi qa iś kinyan ipi he.

LESSON 42.

1. Look! the cars are coming.
   Wanyaka, ȟe mani canpahmihma u.
2. They come very fast.
   Nina dus upi.
3. They come from Chicago.
   Hena *Chicago* etanhan hiyupi.



4. The cars are full of people.
   Canpahmihma kin wicaśta ojugjudan.
5. Let us go to the depot.
   Oinajin kin ekta unyanpi kta.

6. Look! Did you see that? That horse came near turning the buggy over.

Wanyaka wo. He wandaka he. Śunka wakan kin he canpahmihma yuptanye kta tuka.

7. He is afraid of the cars.

He he mani canpahmihma kokipa.

8. This is the mail train. Father expects a letter to-day from Uncle George.

De he-mani wowapi tokśu kin hee. Ecin ate dekśi *George* etanhan wowapi wan icu kta kecin.

9. Uncle George lives in Chicago. He is coming here.

Dekśi *George Chicago* ekta ti. Deciya u kta.

10. Let us go to the post-office.

Wowapi oyujuju tipi kin ekta unye kta.

11. There is a letter in father's box, said Howard.

Ate opiye tawa kin ohna wowapi wan yanka, *Howard* eya.

12. If you please, I will take this letter, he said to the man in the post-office.

Iyonicipi kinhan, wowapi kin de iwacu kta ce, wicaśta wowapi tipi ohna yanke cin eciya.

13. Is it from your uncle? asked John.

Nidekśi etanhan he, *John* eya iwanga.

14. Yes, I think it is, as it is from Chicago.

Han, hecetu kepca, *Chicago* etanhan nakaeś, *Howard* eya.

15. Just then Howard's uncle came in and shook hands with him

Hehantudan *Howard* dekśitku tin hiyu qa napeyuza.

LESSON XLIII.—REVIEW.

all	easy	looked	squirrel
am	from	loving	time
ago	Fan	mud	told
asked	Freddy	mate	took
about	father	mail	throw
another	go	mailed	train
birds	gay	many	turning
been	glad	nut	Tommy
better	George	off	uncle
buggy	here	over	who
Camp	hear	prance	why
cars	heard	people	want
club	him	roll	wrote
cold	into	said	whip
cracks	just	sir	week
Chicago	keep	should	would
did	know	shoot	wrong
doors	let	snug	wicked
depot	letter	sport	wonder
expects	lives	stays	your

LESSON 44.

1. Frank and Hattie live in a pretty town out West.

Wiyohpeyata, *Frank* qa *Hattie* otonwe waśte wan en tipi.

2. There are many houses, and very many people live in them.

Heciya tipi ota, qa wicaśta odota ohnahna unpi.

3. Their grandpa lives in the country, two miles from the town.

Tunkankiśitkupi kin he makoskan ti, otonwe kin etanhan wiyutapi nonpa.

4. Their grandpa likes to have Frank and Hattie come often.

Frank qa *Hattie* ohinni en hipi kta tunkankiśitkupi iyokipi.

5. Here you see a picture of grandpa's place.

Tunkanśidan toyanke owapi wan den wandaka.

6. Frank and Hattie are there now. You see them at play.

Wanna *Frank* qa *Hattie* hen unpi. Śkatapi wanwicadaka.

7. Grandpa sits on the porch. He has a paper in his hand.

Tunkanśidan ohanzi hdepi kin en iyotanka. Nape en wotanin wowapi wan yuha.

8. But he does not read much. He is looking at the children.

Tuka nina wowapi yawa śni. Hokśiyopa kin awicatonwan yanka.

9. Grandpa loves children, and likes to see them play.

Tunkanśidan hokśiyopa waśte wicadaka, qa śkatapi wanyag iyokipi.

10. Did Frank bring his kite?

Frank miniȟuha kinyekiyapi kin hduha hi he.

11. No: His grandpa made it.

Hiya: Tunkankiśitku kin he kaga.

12. Did Hattie bring her rope from home? No.

Hattie tiyata tanhan haȟonta tawa kin ahi he. Hiya.

13. Where did she get that?

He tokiyatanhan yuha he.

14. Grandpa keeps jumping-ropes, kites, tops, balls and hoops.

Tunkanśidan haȟonta apsicapi, miniȟuha kinyekiyapi, cankawacipi, tapa qa canhdeśka yuha.

15. And he has a little wagon, and two little sleds.

Nakun canpahmihma cistinna wan yuha, qa canwiyusdohe cistinna nonpa.

16. He keeps these things for the children, he says.

Taku kin dena hokśiyopa kin wicakiyuha keya.

17. The dog, the lamb and the horse are his also.

Śunka, tacinca kin qa śunka wakan kin hena nakun tawa.

LESSON 45.

1. See the cows near the woods. They are far away, and so seem small.

Can kin ikiyedan pte kin wanyaka ye. Hena tehan unpi, qa hecen cikcistinpidan se ececa.

2. What is that feeding on the grass, this side of the cows?

Pte kin itatotanhan taku wiȟan un kin he taku he.

3. That is an elk. Do you see it has very large horns?

He heȟaka wan. He tankinkinyan ȟinca yuha wandaka he.

4. Near the house is a fish-pond. Do you see a fish in it?

Tipi kin ikiyedan hogan mdedan wan wanka. Ohna hogan wan wandaka he.

5. There are birds up in the tree. Hattie likes the birds: and she sings to them.

Can kin en zitkadan yukan. *Hattie* zitkadan kin waśtewicadaka: qa iwicakidowan ece.

6. Hattie sang:

"Little birdie in the tree,
In the tree, in the tree,
Little birdie in the tree,
Sing a song for me."

Zitka cistin can akan,
Can kin en, can kin en,
Zitka cistin can akan,
Micidowan ye:

Ḣattie ahiyaya.

7. Then the birds sang their song.
Hehan zitkadan kin iś iċidowanpi.

8. Then Hattie sang again:
Hehan *Ḣattie* ake ahiyaya:

"Little blue bird in the tree,
In the tree, in the tree,
Little blue bird in the tree,
Sing a song to me."

Zitka to kin can akan,
Can kin en, can kin en,
Zitka to kin can akan,
Imakidowan ye.

"Sing about the mountains,
Sing about the sea ;
Sing about the steamboats :
Is there one for me ?

Ȟe kin he idowan,
Qa mini kin nakun ;
Qa peta wata hena ;
Wanji mitawa he.

9. The birds kept still until she sung her song through.

Tadowan ihunnikiya hehanyan zitkadan kin inina yakonpi.

10. But just as soon as she stopped, they began to sing again.

Tuka iye ayaśtan qehan hehantudan ȟin iś ake dowan hinhdapi.

11. I think grandpa knew what they sung about, for he laughed very much.

Taku idowanpi kin he tunkanśidan sdonya kepca, nina iȟa nakaeś.

12. Frank clapped his hands ; but Hattie kept very still.

Frank nape hdaskaskapa ; tuka *Hattie* inina yanka.

LESSON 46.

1. *I have a cheerful home:* Tipi ocanwaśte oiyokipi wan mduha: *My life is full of gladness:* Wani kin wowiyuśkin ojudan; *I have not much to trouble me;* Taku iyokiśinmaya ota mduhe śni; *Nor fill my heart with sadness:* Qa woiyokiśice on cante ojumaye śni.

2. *I am a happy little boy;* Hokśidan canwaśte wan hemaca: *From early morn till night;* Anpao etanhan ĥtayetu hehanyan; *I'm shouting, leaping all the time;* Ohinniyan iyaśa iwapsipsica waun: *In innocent delight:* Wowiyuśkin iyaonpepica śni en.

3. *My littie heart is just as full of joy as it can be:* Micante cistinna kin he wowiyuśkin ojudan, tohanyan okihi: *For I have parents kind and good, who always care for me:* Hunkake wacantkiya qa waśte ohinniyan awanmayakapi wicamduha nakaeś.

LESSON 47.

1. Hurra ! hurra ! cried Charley Clyde.
I'll mount my horse and take a ride.
Hurra ! hurra ! again he cries,
As down the road his Blackhawk flies,

Iho, iho, *Charley Clyde*, pan niyan,
Mitaśunke akan-mdotanka qa mde kta :
Iho, iho, ake panpan taśunke *Blackhawk*,
Canku ohna naśdog iyaya icunhan.

2. The horse you see, so fine and gay,
Was given Charley his last birthday :
How fast he goes ! how proud, you see :
Was ever horse so grand as he ?

Śunka wakan waśte qa oiyokipi wandake cin he
Charles anpetu tonpi ehake kin en qupi.
Nina dus ya ece; waȟanȟani ȩida wandaka:
Śuktanka iyecen tanka i ȩida towhinni yukan he.

3 Old Tray, the dog, will not be led :
Look ! how he runs and leaps ahead !
The boy, and horse and dog, you see,
Are happy now as they can be.

Tray wanakaja, śunka kin he yus ayepica śni:
Wan, inyanka qa tokata wapa ipsipsica.
Hokśidan kin, qa śuktanka, qa śunka wanwicadake cin
Hena wanna token okihiya cante waśtepi.

LESSON XLVIII.

again	Frank	led	swing
balls	flier	last	swift
began	funny	leaps	sung
because	grass	life	song
bring	guess	miles	side
birdie	goes	most	soon
birthday	given	morn	sadness
Blackhawk	grandpa	mount	shouting
Clyde	gladness	mountains	stopped
Charles	high	night	Tray
Charley	heart	often	till
cheerful	hurra	place	tune
country	itself	pond	town
clapped	innocent	porch	trouble
delight	joy	picture	under
early	jumped	rope	verse
ever	kept	real	wall
far	laughed	sun	west
fill	listened	sea	when
free	leaping	steamboats	young

LESSON 49.

1. Paul and May have a pleasant home in the country.

Paul qa *May* makoskan tipi oiyoki wan hduhapi.

2. Every bright day they play on the grass near the house.

Anpetu owaśtecake otoiyohi tipi icahda wato akaṅ śkatapi ece.

3. Sometimes Paul flies his kite, and May gathers the green grass for the rabbits.

Tuktekten *Paul* kinyekiyapi tawa kin kinyekiya, qa *May* peji toto kin maśtinca wicakipaḥi ece.

4. Sometimes they roll hoops; and, at other times, they run with Silverfoot, the deer.

Tuktekten canhdeśka pahmihmapi; qa tuktekten *Silverfoot*, taȟinca kin, kici kiŋyankapi.

5. Silverfoot likes to feed on the grass by the lake of clear cool water.

Silverfoot mde mini ska, mini sni icahda wato kin eṅ wiȟaṅ waśtedaka.

6. But he likes best to eat the small cakes which May sometimes feeds him from her hand.

Tuka aguyapi cikcistinna *May* tuktekten nape etanhan yunkiye cin hena yuta iyotan waśtedaka.

7. When May calls him, he comes quickly, for he expects she has something good for him to eat.

May kipan eca, kohanna en hi ece, taku od waśte kiciyuha kecin heon.

8. Silverfoot loves May for her kindness, and likes to be near her.

Silverfoot May waśtedaka, wacantkiye cin heon; qa ikiyedan un iyokipi.

9. Bunny, the squirrel, lives in the large oak tree, and is quite merry.

Bunny, zica kin he utuku can tanka kin en oti, qa nina wiyuśkin.

10. Sometimes he sits on a limb, and eats quietly.

Tuktekten can adetka wan akan iyotanka, qa owanji wota yanka.

11. Sometimes Bunny goes to see his friends, the rabbits.

Bunny tuktekten takoda wicaya, maśtinca kin hena wanyag wicai.

12. Then he runs and jumps with them among the bushes, and in the tall grass.

Hehan om inyanka qa psipsica ece, oteȟi kin ehna, qa peji hanskaska kin en.

13. Paul and May like the birds, and the squirrel, and the rabbits very much.

Paul qa *May* zitkadan, qa zica, qa maśtinca kin hena nina waśtewicadakapi.

14. Their mamma sits under the tree, and reads while the children are playing.

Hunkupi kin can ihukuya iyotanka, qa śiceca śkatapi icunhan wayawa yanka.

15. One day she was there reading, and Paul and May were playing happily.

Anpetu wanji hen yawa yanka, qa *Paul May* kici wiyuśkinyan śkatapi.

16. The sun was shining; but suddenly it began to rain.

Anpetu wi taninin; tuka ihnuhanna magaju.

17. Look, my children, said their mother, and she pointed to the sky.

Micinca wanyaka pe, hunkupi eya; qa maȟpiya ekta epazo.

18. What a very beautiful rainbow.

Taku wihmunke owanyag waśte ȟinca.

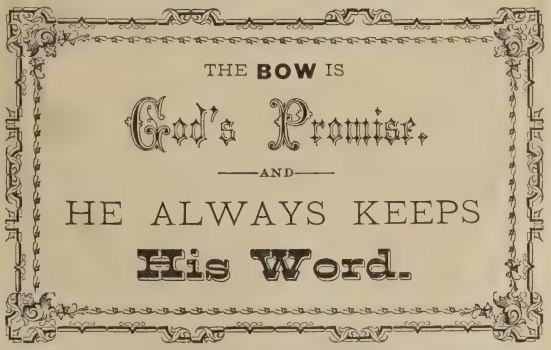
19. The rainbow is red and yellow and blue, said Paul.

Wihmunke kin śa qa zi qa to ce, *Paul* eya.

20. Their mamma said, God only can paint the rainbow.

Wakantanka ecedan wihmunke kin owa okihi ce, hunkupi eya.

21. May was very much pleased, and said, I know what it means, mamma:



May nina wiyuśkin qa heya; Ina, he taku kapi sdonwaya ce:

Wihmunke kin
Wakantanka Towahoye kin hee.
qa
Iye Oie kin ohinniyan hduecetu ce.

LESSON 50.

1. And now my book is done;
I've read its stories through;
I've learned them one by one;
Can tell them all to you.

Unkan wanna mitawowapi mduśtan;
Tawoyake kin yawa ihunniwakiya;
Wanji qa wanji ahna onspemiciciya;
Owasin ociciyaka owakihi.

2. From *things* at first I learned;
Then *words* came next to me;
As page by page I turned,
What wonders I did see.

Tokaheya *taku kin* etanhan onspemiciciya;
Hehan *wicoie* kin en mahi:
Yumdapi qa yumdapi ahna mdumdaya ehan
Taku wowinihan wanmdaka ecee.

To The Reader:

This book has been prepared especially, to meet a very pressing want in helping Dakotas to learn the English language. And if, at the same time, it helps any English worker in the Dakota field, to make such progress in the language of the natives as to increase his usefulness, the author of the book will have a double benefit.

S. R. R.

Dakota owasin:

Mitakuye:

Tokata ekta Dakota iyuhpa Isantanka iapi okahnigapi kta. Kohanna onnispepi kta wacin. Heon wowapi kin de wakaga. De caniyadipi wan iyececa. Adi ya po. Okinni unhanketa oinkpa kin ekta yaipi kta.

Tamakoce.

The Lakeside Press.